DOCUMENT RESUME

ED 190 984 CS 005 558

AUTHOR Griffin, Margaret; Jongsma, Kathleen
TITLE Adaptations of Retelling: Two Variations on a Theme.
PUB DATE May 80
NOTE 22p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Audiotape Recordings; *Diagnostic Teaching; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Miscue Analysis; *Oral Reading; *Reading Comprehension; *Reading Diagnosis; Reading Instruction; Reading Material Selection; Recall (Psychology)

ABSTRACT

The strategy presented in this paper for evaluating students' reading behavior is an adaptation of the methods used in Yetta Goodman and Carolyn Burke's "Reading Miscue Inventory." Five major steps in evaluating reading behavior are described: (1) select appropriate materials; (2) prepare an outline of the major components of the text, against which to judge students' comprehension (the outline will vary in type according to the type of text and the elements the student is expected to learn from it); (3) tape record the student's oral reading; (4) after a brief distractor, tape record the student's retelling of the material just read; and (5) evaluate the retelling and the oral reading together to determine instructional strategies. The following aids are included in the paper: sample outlines of expository and narrative texts of the type teachers can use in evaluating students' retellings; questions to guide evaluations of retellings and oral readings; an example of how the evaluative questions are applied to a student's retelling of a story; suggestions for analyzing students' oral reading miscues to determine their use of phonemic, syntactic, and semantic analysis; and an example of a completed form used in evaluating a student's oral reading and retelling of a story. (GT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190984

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ADAPTATIONS OF RETELLING: TWO VARIATIONS ON A THEME

Margaret Griffin and Kathleen Jongsma

Texas Woman's University-Denton

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Margaret Griffin
Kathleen Jongsma

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS005558

SESSION
INTERNATIONAL READING ASSOCIATION CONVENTION
ST. LOUIS, MISSOURI
MAY, 1980

Analyzing Retelling and Oral Reading-Adaptations of the Reading Miscue Inventory

Margaret Griffin and Kathleen Jongsma

Texas Woman's University

In 1972, Yetta Goodman and Carolyn Burke developed the Reading Miscue Inventory (RMI) for classroom teachers and diagnosticians to use in evaluating a student's reading behavior. This inventory was based on the miscue analysis and theoretical research begun by Kenneth Goodman in 1953, and presented first in 1965. The RMI evaluates the three systems of language (semantic, syntactic, and phonemic) through an analysis of miscues (deviations from the text) in oral reading and through an analysis of retelling (a student's retold statement after being asked to tell everything* s/he remembers in the passage). The adaptations suggested in this article are generally shorter versions of the RMI.

Our purpose is to provide you with alternatives for evaluating students' reading behavior. The more knowledgeable you are of the process of reading, the better able you will be to select wisely and interpret adequately any type of reading evaluation. No single administration of any evaluative instrument will give you the answers to all of your students' reading behaviors. One weakness of the information presented in this session is the lack of consideration given to reading interest and taste or to self-concept, all of which also have a great influence on reading behaviors. Our hope is that you will be a constant "kid watcher" over 180 days of school and that when you record reading behaviors of students who do well or do poorly, you will note the type of material read and the interest of the student in that material. Only then will you be in an evaluative process of teaching reading.

The process of evaluating reading behavior in the three language systems consists of five major steps: (1) selecting materials, (2) setting the stage for comprehending, (3) taping oral reading, (4) taping retelling, and (5) evaluating the results to plan instructional strategies. Each of these steps will be explained in the pages that follow.

Selecting Materials

Selecting materials is by far the most difficult step. Matching a reader and a text is the essence of effective teaching, for the closer the match between the background (schema) of the reader and the writer, the greater the comprehension.

Start with an "easy" piece of material and gradually move to more difficult pieces, observing the reader's change in strategies used in oral reading and retelling. Kibby (1979) found readers

*Directions may need to be altered with some types of readers.

change strategies, depending on the difficulty of text. While Goodman and Burke (1972) suggest using pictureless narrative or expository materials of over 100 words for assessing a reader's strategies, the major point in selecting materials is not length but that the material be completely meaningful by itself. Using the passages from a graded Informal Reading Inventory set up on your basal reader may be appropriate. However, check that the Informal Inventory passages have sufficient length and are completely meaningful selections. Once chosen, type a copy of the selection for your student, using margins, spacing, and line arrangements similar to the original material.

Setting the Stage for Comprehending

It is vital that you understand the selections completely and that you write down aspects of the materials you think should be remembered or an outline of the major components of the text and how the ideas relate to one another before asking the student to read orally. Unless you do this, you will have no basis on which to compare the performance of your reader. Preparation of such a framework may be done in several ways. Choose the one of the four that best fits your material and your purpose:

(1) If you are dealing with expository or narrative material and you are most concerned with students' understanding of the major ideas or generalizations and major supporting details across paragraphs, you may wish to list the ideas and the supporting details that you think are necessary for understanding (Goodman & Burke, 1972). As the student retells, you can compare his retelling with the master list. Your list would look something like this for the story International Mail by H. Alexander Fraenkel.

How easy it is to mail a letter to almost anywhere! Drop an addressed and stamped envelope into a mailbox, and, as if by a miracle, it reaches its destination. But it has taken more than two thousand years for a system that anyone can use to be developed.

Back in 559 B.C., in Persia, only a lucky few enjoyed the postal system that King Cyrus set up. He stationed riders a day apart throughout his kingdom, and messages were relayed from rider to rider. Sometimes very private messages were written on a man's scalp. When his hair grew back, he was sent on his postal errand. When he reached his destination, his head was shaved once more so that the message he carried could be read.

During the next 2,200 years, more modern postal systems were developed in parts of the world. By the 1830's most countries of Europe had methods of getting letters from one place to another. But mailing letters still was not easy. Each country had different rules. Sometimes the sender had to pay a fee to get his letter sent, and sometimes the receiver had to pay if he wanted the letter. Rates varied, and many people could not afford to post letters.

An English postmaster named Rowland Hill thought that everyone should enjoy inexpensive mail service. In 1840 he set a single post rate when he designated the first prepaid postage stamp.

Thanks to the one-penny stamp, people could send mail more easily. But still they had trouble in sending mail beyond the borders of their own country. International mail was highly taxed because every nation that a letter passed through wanted payment to cover the costs of handling the mail. Unless the rate was reduced, many people would not be able to afford international mail service.

Retelling Outline for International Mail

Development of the International Mailing System

*A. Long ago (2000 years) mailing was only enjoyed by a few
1. 559 B. C.
2. In Persia
3. King Cyrus developed a mailing system
**4. Mail was relayed by riders stationed one day apart
**5. Private messages were written on a man's scalp. When hair grew back, he was sent. Then his hair was shaved to read the message.

*B. More modern postal systems were developed in parts of the world
1. Over next 2200 years
2. By 1830 most European countries had methods of getting letters from one place to another.
**3. Each country had different rules.
a. Sender had to pay fee to send letter or
b. Receiver had to pay if he wanted a letter.
**4. Rates varied.
**5. Very expensive still - people could not afford to post letters

*C. Mail becoming less expensive
1. Rowland Hill set a single post rate in 1840 when he designed the first prepaid postage stamp (one penny).
**2. Trouble still in sending mail beyond borders of own country - highly taxed - every country a letter passed through wanted payment to cover cost of handling mail.
3. Mail rate still needed to be reduced.

(2) A second and more detailed system to apply to expository text requires a more thorough paragraph by paragraph outline of the material. This system should be used if you are interested in more than a general impression of understanding. First, you would need to find the major topic in each paragraph. Then, you would search for the details related to that topic. (Often a new paragraph indicates a change to a subtopic or to another topic.) The outline form would be dictated by the topic of exposition the writer is creating. Is the material:

(1) relating a problem to a solution?
(2) giving different comparisons or viewpoints?
(3) demonstrating cause and effect?
(4) presenting a collection (list) of attributes? (Meyer, 1975; 1977; 1979).

For example, in reading the first paragraph of International Mail, one recognizes that the primary idea is stated in the last sentence. The key word "But" may indicate a problem/solution pattern of exposition. Details are given in the first two sentences of the paragraph, with the first sentence more important than the second. A partial outline might look something like this:

I. It has taken more than two thousand years for a system that anyone can use to be developed.

*Major idea or generalization
**Major details

A. How easy it is to mail a letter today.
   1. Drop an addressed and stamped.....
   2. As if by a miracle, it reaches its destination

(3) If you are using either exposition or narration, and you are interested in recall of details as well as major concepts, you may wish to organize your retelling format around the general comprehension categories suggested by Sanders (1966).

WHO? WHAT? WHEN? WHERE? WHY?

After reading the passage, group the information into the appropriate category. As the students retell, information can be checked off against the categorization. Some examples for International Mail would include:

_____ 1. Who? (King Cyrus Rowland Hill, English postmaster
15 letter sender letter receiver riders people)

_____

_____

_____ 2. What? (Ease of mailing letter today--drop addressed and
25 stamped in mailbox; took more than 2000 years to develop system; King Cyrus' system of riders--private messages on scalps, hair grown or shaved for messages; most countries had systems by 1830; each country had different rules--sender pays or receiver pays or both pay; many couldn't afford international mail; Rowland Hill set first single postal rate--the one penny stamp; troubles in sending mail across borders)

_____

_____

_____

_____ 3. Where? (Persia England Europe)
10

_____

_____ 4. When? (559 B.C. during 2,200 years more than 2,000 years
10 1830 1840)

_____

_____

_____ 5. Why? (Why did Rowland Hill lower the postage rates? (everyone should have inexpensive mail) Why did every nation tax letters crossing the country's borders? (wanted payment to cover costs) Why did people have trouble sending mail outside of the country? (high taxes))
20

_____

_____

_____

_____ 6. How is our postal system today different from that used by King Cyrus?
10

_____

_____

_____

_____ 7. Why did domestic mail service develop more rapidly than international service?
10

_____

_____

_____

DEGREE OF ELABORATION _____much _____some _____little

ADDITIONAL COMMENTS:

(4) If you are using a story (narrative) instead of exposition, you might want to list the elements in the structure of the story and see how the elements relate to one another. According to Stein (1978) and McConaughy (1980), important elements of a simple story include:

Setting--introduction of characters, time and place of the story;
Initiating event--an action or event which leads the character to form his/her major goal;
Goal--major desire of the main character;
Attempt--actions;
Outcome--consequence of the action;
Internal response--subgoals, thoughts, feelings;
Reaction--feelings or thoughts about goal attainments.

An example of a well-formed story follows. Students' retellings are evaluated in light of the categories recalled:

The Mean Dragon
by Janice May Udry

Setting	Once there was a mean dragon who always hid by rocks and walls.
Initiating Event	Then he would jump out with a terrible BOO! This would scare the socks off everyone. The dragon would laugh and laugh.
Internal response	"Enough is enough," said a little girl.
Attempt	And she went out to get some paper bags. When she had enough bags, she got some children to help her.
Attempt	They stayed up nearly all night putting terrible, mean faces on the paper bags.
Attempt	They gave a paper bag to everyone. Then they all walked up the hill to the cave where the dragon went to sleep at night. They hid by a big rock.
Attempt	In the morning the dragon came out of his cave.
Goal	"BOO!" The terrible, mean bag faces jumped out at the dragon.
Consequence	"URKK!" he yelled.
Consequence	It scared his socks right off. He did not stop to pick them up. He ran down the hill and to the next town.

Reaction	Everyone laughed and laughed.
Attempt	Then they put the dragon's socks on a flagpole. They flew them high over the town.

After understanding your selections and organizing the information for later comparisons to the reader's retelling, you are ready to find out the reader's background (schema) for the selection, as the degree of familiarity with the topic may directly affect the ease of reading and the depth of understanding. An appropriate way to tap schema is to ask the reader to tell you everything he already knows about the topic and/or key words in the selection he is to read. It would be advisable to tape this conversation for later analysis and comparison with the strategies that he exhibits during oral reading and retelling.

Taping Oral Reading

With your selections typed and the tape recorder on, explain to your reader that you will be asking him/her to read the material out loud. Explain that you want him/her to read the entire selection out loud, and that you will not be able to assist. Tell him/her to be ready to retell everything s/he remembers after the oral reading. You may wish at this time to share a little background information on the topic and to set a broad purpose for reading. If the topic, for example, is the winter Olympics, you may share some general information, before saying, "Read this to find out more about what happens at the winter Olympics."

Some encouragement if the reader pauses a long time or looks at you hopefully may be necessary. However, encouragement should be nondirectional, such as "Go ahead," or "Do the best you can."

You may either wait and let the tape recorder record all oral reading behaviors of the student or you can have a copy of the text to mark while the student is reading. Proficiency in identifying miscues is obtained later by listening to the tape. Marking while a student reads may sometimes be distracting. If marking while the student is reading, try to be unobtrusive.

It is suggested that you break to get a drink of water or have the student complete a different task (e.g. math sheet) immediately after oral reading. This break will eliminate short term memory items or a recall of only the last paragraph read (Kintsch, 1974).

Taping Retelling

After a Coke or drink of water or other distractor, turn the tape back on and ask the student to tell everything s/he remembers in the selection. BE VERY PATIENT AND EXPECT THE STUDENT TO RETELL! Give lots of time as this voluntary information is more important for showing strategies than probing after the student voluntarily retold all s/he knows. You may prefer to have the student retell the selection to another student or to a class to add

a more functional reason for retelling.

After the student has voluntarily told you all that he remembers, you may try to get more information or get clarification of vocabulary through probing, e.g. Do you remember anything else about...? What does ____ mean? (Be sure to use the student's pronunciation of the vocabulary word you are clarifying first.) The main point is that you do not introduce new information in your cueing.

About one week later, without preparing the student, you might ask him to again tell you everything remembered in the selection. Surprisingly, many readers retell in a more organized fashion and bring in additional information they had not mentioned the week before (Meyer, 1975; 1979).

Evaluating the Results of Retelling and Oral Reading To Plan Instructional Strategies

Retelling and oral reading must be evaluated together, as it is very difficult to understand oral reading behavior unless you have an adequate grasp of the student's retelling of the material. It is suggested that you evaluate retelling first; then evaluate oral reading.

Evaluating retelling. Four ways have been suggested for evaluating retelling: (1) major concepts and supporting details, (2) outlining the major organization of the expository text, (3) comprehension categories Who? What? When? Where? Why? and (4) story structure.

Select one of the four ways you have organized the text of the writer. Compare the reader's retelling, which should be transcribed from the tape, to your organization. After you have compared, answer the following questions:

(1) How much of the material did the reader retell in comparison to the written out text organization?
(2) Did the reader have areas mentioned in the text that you had not identified? Name them.
(3) Did the reader infer information that was not explicitly in the text? Identify what information specifically.
(4) Do you feel the retelling reflects adequate understanding of the material? Why or why not? Explain in narrative form.

After you have judged a comparison of the reader's understanding to the text organized by the writer, the following questions should be addressed:

(1) Did the reader bring much background of experience (schema) to understanding the material? Explain.
(2) Did the reader use details to relate to major topics or merely state the details?
(3) Did the reader recall more generally or specifically? Explain.
(4) Did the reader have much false information? Explain.
(5) What did the reader remember one week later? Explain.

A descriptive summary, as suggested above, will give a teacher much detailed evidence to evaluate comprehension, as well as a better understanding of the text the reader read. Another possibility, if you need points for grading or for placement in instructional materials, is to assign point values for each comprehension category, major detail, or main idea, which tally to 100 points total. This point scoring system can give you a basic percentage for comparison purposes. Also, a teacher can adjust point values or refine descriptions as s/he determines values of what is or is not comprehension of the material and as more knowledge of the process of reading is gained.

An example of Mark's retelling follows:

Teacher: I would like for you to tell me everything in your own words that you remember about that story you read.

Mark: Well, in some other countries they had to pay for mail to be delivered and some guy whenever there is a secret message he had to get his head scalped and get it written on his scalp, and when he grew his hair back and there was another secret note he had to get it scalped again. (Pause)

T: Oh, I'll bet you remember some more. Stop and think a minute. We're not in a big rush.

M: It was in Persia.

T: You said it, What is it? You said it was in Persia. What is it?

M: The mail. See, you had to pay for the mail out there. If you didn't pay for it you didn't get it. The postage of mail.

T: I'll bet you remember something else, too?

M: That guy, King Cyrus (Surus) 2,200 years ago. He made everybody pay for their mail.

T: Anything else?

M: Not really.

By comparing Mark's statements to the teacher's outline (see Retelling Outline) a judgement of Mark's retelling can be made and answers to each of the questions given.

1. How much of the material did the reader retell in comparison to the written text organization? (e.g. major ideas and/or major details)

   Mark retold very little of the text in comparison to the teacher's outline.

2. Did the reader have areas mentioned in the text that you had not identified? Name them.

No area in the text was mentioned by Mark that the teacher failed to identify.

3. Did the reader infer information that was not explicitly in the text? Identify what information specifically.

Mark made practically no inferences.

4. Do you feel the retelling reflects adequate or inadequate understanding of the material? Why or why not?

The teacher felt Mark's retelling was inadequate for the material read. He did not get the major concepts (A, B, & C). The facts he did remember, e.g. part of the scalping procedure, 2200 years ago, and the King, were related to the necessity for paying for the mail. However, the idea of more expensive to less expensive was not stated.

Additional judgements that could be made:

(1) Did the reader bring much background of experience (schema) to understanding the material?

Little schema was brought by Mark to this text. Possibly "you don't get what you can't pay for" was schema.

(2) Did the reader use details to relate to major topics or merely state the details?

Details were stated but not related to major topics.

(3) Did the reader recall more generally or specifically?

The reader recalled very generally. Many words were used which were difficult to locate the referent, e.g. they, some guy, pay for mail out there.

(4) Did the reader have much false information?

Mark had difficulty explaining the scalping procedure. The teacher felt there was false information in that statement.

(5) What did the reader remember one week later?

One week later, Mark was still very general in his retelling of the material. He remembered the scalping statement. He added his own schema about mailing in that you have to pay to send it now, rather than the person receiving the mail paying for it as it is delivered.

Mark seems like a reader in trouble. Let's look at evaluating oral reading behavior to see if there may be indications of other concerns about Mark as a reader.

Evaluating oral reading. As you listen to a tape of the student's oral reading, you mark the miscues on a typed copy of the material. Generally, miscues are marked in the following manner:

Uncorrected Substitutions - indicate by writing the substitution above the appropriate part of the text.

e.g. The rat cat ran down the alley.

Omissions - indicate by circling the word, words, or parts of words.

e.g. Bobby opened the door.

Insertions - indicate by an insertion sign at the point where the insertion occurs; then write in the insertion

e.g. The boy hit at ∧ the ball.

Reversals - indicate with a transpositional symbol that shows which parts of letters, words, phrases, or clauses have been interchanged.

e.g. Where can I go, Father?

Repetitions - indicate by drawing a line under the portion that is repeated and placing a circle indicating the reason for the reader's repetition.

a. Correcting a miscue (self- correction)

e.g. David helps helped his father.

b. Unsuccessfully attempting to correct.

e.g. He had heard hit head a lot.

c. Just repeating.

e.g. They went to Maine on vacation.

Two broad areas of analyzing oral reading will be presented. One is uncorrected substitutions at the single word level. The second area is analyzing all reading miscues at the sentence level. Syntactic and semantic components of the reading process will be analyzed in regard to text specific information, the comprehending score will be explained in regard to sensible miscues but not text specific information, and self-correction will be discussed.

Word level-- uncorrected substitutions and word accuracy--use of the phonemic system in judging text specific information. To get at how a student uses phonics in identifying unknown words or what a student does when he comes to a word he is having trouble with, find all the uncorrected substitutions in his oral reading. Compare the substitution

the reader made to the actual text word and determine whether the reader was high or low in use of phonics to identify the unknown word. A reader would be judged high if two or more sounds were alike in both words. You will have to do this out loud! Say both words and see how much they sound alike.

e.g.	Reader	Text	Phonics High	Phonics Low
	mŏ´drən	modern	x	
	dē zī´nənā´təd	designated	x	
	Kur´əs	Cyrus	x	

Your evaluation of this type reading behavior could be as follows for the example just given.

Reader's Use of Phonemic System	
Number of Uncorrected Substitutions	3
Number of Uncorrected Substitutions which were high in use of phonic strategies	3
Percentage of use of phonic strategies	100

Mark tried to sound out the parts of the word every time he came to a word he did not immediately identify.

A second way to get at Mark's proficiency in identifying words in the selection is by calculating a word accuracy score. Your evaluation of this type of reading behavior follows:

Use of the Word Accuracy Score	
Total number of words in selection	281
Total number of uncorrected substitutions	3
Difference between the above	278
Percentage of words correct (278 divided by 281)	99

Thus, Mark correctly pronounced the words in the story 99 percent of the time.

Both use of the phonemic judgment and word accuracy score give you a picture of what a reader does when he comes to unknown words and how accurate he is in pronouncing the actual words in a selection. Only the uncorrected substitution has been used as it is assumed by the authors that dialect miscues do not interfere with understanding the text. Therefore, dialect miscues are acceptable.

One type reader to be concerned about is the reader who has a very high use of phonics and/or high word accuracy but has a low retelling. This reader is overemphasizing the phonemic system of the language to the detriment of syntax and semantics (the grammar and meaning systems of the language). Will Mark be one of these types of readers?

Sentence level--syntactic and semantic analysis of text specific miscues in sentence. To analyze the syntactic and semantic systems of the language in oral reading, it is suggested that you judge each sentence with miscues by reading the sentence aloud and asking the following two questions; (1) is the sentence syntactically acceptable within the dialect of the readers, and (2) does the sentence make sense within the context of the material? If the answer to both questions is "yes," then put a (+) by the sentence. If not, place a (-) by the sentence.

Mark's oral reading of the sentences was as follows:	Judgment
"Back in 559 B.C., in Persia, only a lucky few Kurəs enjoyed the postal system King Cyrus set up.	—
In 1840, he set a single post rate when he dē zi´nənā´təd designated the first prepaid postage stamp."	—

In the first sentence, Mark substituted a word which was grammatically correct but it was not semantically correct for the text. In the second, while we can perhaps identify the part of speech of the miscue, the miscue has no meaning in the context of the text. Thus, results could be recorded as follows:

Reader's Use of the Semantic System as Related to Specific Text	
Total number of sentences with miscues	2
Total number of sentences syntactically and semantically acceptable within the context of this specific story.	0
Percentage of use of the semantic system	0

Thus Mark did not make good use of the semantic system in these text specific miscues. There is no way, however, to judge the words he did not miscue on. From the retelling, however, one can infer that Mark was not making good use of this system.

Comprehending score. An additional way to judge oral reading at the sentence level is to find the comprehending score. This score reflects a reader's concern for meaning while reading. The comprehending score is a measure of the quality of a reader's miscues. A semantically acceptable miscue in this context is a miscue which fits syntactically and makes sense in the sentence, even if the meaning is different from what the author actually intended. The comprehending score will give you an idea if the reader is trying for meaning and may keep you from misjudging his attempts that are different from the text. Self corrections are also counted in the comprehending score, as the reader has corrected a miscue which did not make sense. Mark's comprehending score can be recorded as follows:

Comprehending Score	
Total number of miscues	2
Total number of semantically acceptable miscues	1
Total number of corrected miscues	0
Percentage of semantically acceptable miscues (Total corrected and semantically acceptable divided by number of miscues)	50

Thus, by this system, Mark made a miscue that was different than the text (Kuras), but the miscue was meaningful, and grammatically acceptable.

Self-correction score. Self-correction is an additional behavior that can give insight into the reader's reading for meaning. Mark self-corrected one time.

"He stationed riders a day apart throughout his Kingdom, and messages were relayed from rider to rider."

His self-correction could be scored according to the following formula:

Self-Correcting Score	
Count the number of self-corrections	1
How many were necessary to retain the meaning of the selection?	0
How many were not necessary to retain the meaning of the selection?	1
Percentage of meaningful self-corrections (Necessary corrections divided by total number of corrections).	0

Mark's self-correction was not necessary to maintain the meaning of the text. The sentence made sense without the self-correction.

Students who make a lot of necessary corrections usually recognize when miscues disrupt meaning and adjust for the disruption. Students who make a lot of unnecessary self-corrections may be trying to be word perfect oral readers, to the detriment of understanding.

Mark understood little of the selection from analyzing his retelling; yet, he was almost a word perfect oral reader, as we saw with different ways to analyze oral reading. Mark is a reader in trouble. He needs strategies to help him realize that reading is making sense out of the material, not perfect oral reading.

In summary, reading behavior can be analyzed by selecting materials, finding background knowledge (schema), and requesting a student to read the material aloud uninterrupted and retell everything s/he remembers in the materials when finished. Retelling can be evaluated by the teacher selecting one of four ways to organize a text initially and comparing the reader's retelling to that organization. Along with knowledge of schema and retelling, the teacher can analyze the three language systems (phonemic, syntactic, and semantic) at the word and sentence levels to determine whether a student is using strategies to make sense out of the reading. From results of these types of analyses, specific teaching strategies can be outlined to assist students who have blocked on various aspects of the process of comprehending.
Read Goodman and Burke (1980) on strategy lessons for this type of analysis.

Our belief is that a teacher judges a student's understanding day in and day out. Hopefully, we have provided some alternatives for judging a student's understanding and analyzing the strategies a student uses as he tries to understand various types of material. Though a shorter form of the Reading Miscue Inventory has been suggested, the adaptations are still in depth analyses. A teacher may want to utilize either the RMI or an adaptation for one student or many, dependent on need. As knowledge of the reading process increases, and as a teacher's knowledge continues to become more sophisticated in 'watching' reading behaviors as signals to understanding, some of the alternatives suggested will change as well as receive more importance than others.

AN EXAMPLE OF A COMPLETED SYSTEM

ORAL READING SELECTION: LEVEL Fifth grade (Fry formula)

SOURCE "All Sorts of Things," Ginn, Level 10, pp. 140-43

NUMBER OF WORDS 300

ASSESSMENT OF PRIOR KNOWLEDGE/EXPERIENCE

This selection is about a boy with a flat body.

What do you know about people who have unusual bodies?

Estimate of student's knowledge/experience with the topic: (check one)

✓ much _____ some _____ little/none

INTRODUCTION (teacher reads)

One night a bulletin board falls on Stanley Lambchop. He is sleeping in the bedroom he shares with his brother, Arthur. When the heavy object is removed, the Lambchops find that Stanley is "flat as a pancake." Now Stanley measures four feet tall, one foot wide, and a half an inch thick.

PURPOSE FOR READING (teacher reads)

Read to find out about Flat Stanley's adventures.

SELECTION

Flat Stanley

One day Stanley got a letter from his friend

Thomas Anthony Jeffrey, whose family had moved

recently to California. A school vacation was about +1

to begin and Stanley was invited to spend it with

the Jeffreys (Jeffersons). +1

"Oh, boy!" Stanley said. "I would love to go!"

Mr. Lambchop sighed. "A round-trip train or

airplane ticket to California is very expensive (ly)," he -1

said. "I will have to think of some cheaper (ch-) way." +1

When Mr. Lambchop came home from the office

that evening (everything had), he brought with him an enormous (information) -3

brown paper envelope.

Continued on the next page

"Now, Stanley," he said. "Try this for size." +2

The envelope fit Stanley very well. There was even +1

room left over, Mrs. Lambchop found, for an egg- +2

salad sandwich made with thin bread, and a flat -1

cigarette case filled with milk. -1

The next day Mr. and Mrs. Lambchop slid Stanley

into his envelope, along with the egg-salad -1

sandwich and the cigarette case full of milk, and -1

mailed him from the box on the corner. The

envelope had to be folded to fit through the slot,

but Stanley was a limber boy and inside the box -2

he straightened right up again. +1 -1

Mrs. Lambchop was worried because Stanley had

never been away from home alone before. She

rapped on the box. "Can you hear me, dear?" she

called. "Are you all right?"

Stanley's voice came quite clearly. "I'm fine. Can -1

I eat my sandwich now?"

"Wait an hour. And try not to get overheated, dear,"

Mrs. Lambchop said. Then she and Mr. -1

Lambchop cried out, "Good-by, good-by!" and -1

went home.

Stanley had a fine time in California. When the

visit was over, the Jeffreys returned him in a +1

beautiful white envelope they had made

themselves. It had red-and-blue markings to show

that it was airmail, and Thomas Jeffrey had

lettered it "Handle with Care" and "This End Up" -1

on both sides.

Number of Miscues 25 Number of Miscues Semantically Acceptable 4

Number of Miscues Corrected 6

Necessary Corrections 4 Unnecessary Corrections 2

COMPREHENSION ASSESSMENT: RETELLING

Teacher: "Tell me all about the story/selection." (The teacher should look for the following possible responses. Note the degree of elaboration during the retelling. Write down or circle key words to help you remember the student's responses. After the student has voluntarily told all that he/she remembers, probe for any elements which you feel were neglected or insufficiently covered. Assign point values according to the quality of the response. After probing for details, ask questions 6 and 7 and record responses.)

1. Who? (Stanley) (Thomas) Anthony (Jeffrey) the Jeffreys (Mr. and Mrs. Lambchop)

15/15

2. What? (What did Mr. and Mrs. Lambchop do to prepare Stanley for his trip to California? (envelope from office) (slid Stanley in envelope) sent egg-salad (sandwich) and cigarette case full of (milk) slipped Stanley in (mailbox) etc.)

(What did mother worry about? (Stanley had (never) (been away) before)

(What did Jeffreys do to return him? (white envelope), (airmail) and (special markings) This End Up)

25/25

good organization
much elaboration - explained in detail

3. Where? (mailbox) Stanley's (home) Jeffrey's home in (California)

10/10

4. When? (vacation time (after school's out))

10/10

during the summer

5/10

5. Why? (Why was Stanley sent to California by mail? cheaper way than train or airplane)

Because he was skinny and could fit in the envelope. (Q) NR

6. How do you think Stanley felt being flat?

10/15

not happy people laugh at him think he's weird

7. Could this story really have happend? No

Why or why not?

15/15

people don't get flattened post office wouldn't allow couldn't fit in mailbox make believe.

Retelling Score: 90

Degree of Elaboration in Retelling: (Check one)

✓ much _____ some _____ little/none

References

Goodman, K. S. A linguistic study of cues and miscues in reading. Elementary English, 1965, 42, 639-43.

Goodman, Y. & Burke, C. Reading miscue inventory manual: Procedure for diagnosis and evaluation. New York: The Macmillan Company, 1972.

Goodman, Y. & Burke, C. Reading strategies: Focus on comprehension. New York: Holt, Rinehart & Winston, 1980.

Kibby, M. W. Passage readability affects the oral reading strategies of disabled readers. The Reading Teacher, 1979, 32, 390-96.

Kintsch, W. The representation of meaning in memory. Hillsdale, New Jersey: Erlbaum, 1974.

McConaughy, S. H. Using story structure in the classroom. Language Arts, 1980, 57, 157-65.

Meyer, B. J. F. The organization of prose and its effects on memory. New York: American Elsevier Publishing Company, 1975.

Meyer, B. J. F. Organization in prose and memory: Research with application to reading comprehension. In P. D. Pearson (Ed.) Reading: theory, research and practice (Vol. 26). Clemson, South Carolina: National Reading Conference, 1977, 214-20.

Meyer, B. J. F. Organizational patterns in prose and their use in reading: Is following the structure of text an important reading skill? In M. L. Kamil & A. J. Moe (Eds.) Reading research: Studies and application. (Vol. 28). Clemson, South Carolina: National Reading Conference, 1979, 109-117.

Sanders, N. M. Classroom questions: What kinds? New York: Harper & Row, Inc., 1966.

Stein, N. L. How children understand stories: A developmental analysis. (Technical Report No. 69). Center for the Study of Reading, University of Illinois, Urbana, Illinois, March 1978. (Also ERIC Document Reproduction Service No. ED 153 205).